DOCUMENT RESUME

ED 375 497 EA 026 201

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TITLE Teacher Commitment and Job Satisfaction: The Role of School Culture and Principal Leadership.
SPONS AGENCY National Center for School Leadership, Urbana, IL.
PUB DATE Apr 91
NOTE 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Educational Administration; *Educational Environment; Elementary Secondary Education; *Job Satisfaction; *Leadership Styles; Principals; Regression (Statistics); *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Morale

ABSTRACT

Research on school effectiveness has underscored the importance of the personal investment and commitment of teachers to education in general, as well as to the particular mission of their own school. This paper presents three analyses that examined the relationships among teachers' perceptions of school leadership, school culture, and teacher satisfaction and commitment. Data were collected through the administration of a Likert-scale survey to 101 teachers from Illinois, 241 teachers from Arizona, and 416 teachers from Florida. In the first study, multiple regression analysis found that a school culture that stresses accomplishment, recognition, and affiliation is related to satisfaction and commitment. The second multiple regression analysis determined that different principal behaviors foster different cultures or "environments" within the school. The third study used path analysis to examine the relative impact of different leadership behaviors on teacher satisfaction and commitment, focusing on the mediating role of teacher perceptions of school culture. The findings support the theoretical notion that principals' actions create distinct working environments within schools, and that these different kinds of environments are highly predictive of teacher satisfaction and commitment. Future research should examine specific ways to develop school cultures that foster a sense of affiliation, recognition, and accomplishment among teachers. Five figures and seven tables are included. The appendices contain of summary of variables. (LMI)

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University of Michigan

Paper presented at the Meeting of the American Educational Research Association, Chicago, IL, April, 1991.

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This research was carried out under a grant administered by the National Center for School Leadership, centered at the University of Illinois at Urbana-Champaign. Data were collected by MetriTech, Inc., Urbana-Champaign, IL. We would like to thank Martin Maehr and Carol Midgley of the University of Michigan for their support in the writing and revising of this research.

Running Head: School Culture

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Teacher Commitment and Job Satisfaction: The Role of School Culture and Principal Leadership

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Abstract

This paper presents three analyses examining the relationships between teachers' perceptions of school leadership, school culture, and teacher satisfaction and commitment. In the first study, using multiple regression, we found that a school culture that stresses accomplishment, recognition, and affiliation is related to satisfaction and commitment, while a stress on power and competition leads to decreased feelings of teacher commitment. In the second study, again using multiple regression, we determined that different principal behaviors foster different cultures or "environments" within the school. In the final study, we present a path analysis which examines the relative impact of different leadership behaviors on teacher satisfaction and commitment, focusing on the mediating role of teacher perceptions of school culture. Our quantitative findings support the theoretical notion that principals' actions create distinct working environments within schools, and these different types of environments are highly predictive of teacher satisfaction and commitment. Future research should examine specific ways to develop school cultures that foster a sense of affiliation, recognition, and accomplishment among teachers.

Teacher Commitment and Job Satisfaction: The Role of School Culture and Principal Leadership

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Any effective organization must be fundamentally concerned with the personal investment of its employees. People have to be willing to give at least a day's work for a day's pay, and willing at times to adjust their needs to those of the organization (Maehr, 1989a; 1989b). What appears to be true of organizations in general is particularly important in schools. Research on school effectiveness has underscored the importance of the personal investment and commitment of teachers, not just to education in general but to the particular mission of their own school (Rosenholtz, 1989). Commitment to their schools and satisfaction with their jobs are important ingredients in teacher motivation.

In this research, we investigate how teacher commitment and satisfaction with their job may be related both to their perceptions of the leadership in the school and to their perceptions of school culture. Further, we suggest a linking between perceptions of leadership and school culture which build on each other to generate both commitment and satisfaction. In this study, we model these relationships.

Background

Teacher Satisfaction

If teachers are dissatisfied with their work lives, not only will they suffer, but their students will suffer as well (Bryk & Driscoll, 1988; Csikzentmihalyi & McCormack, 1986; Firestone & Rosenblum, 1988; Rosenholtz, 1989). As Lee, Dedrick, & Smith (1989) point out, it is difficult to imagine that teacher satisfaction would not somehow translate into important effects in the teaching/learning process. Indeed, teacher "enthusiasm" has in the past been used as an index of teaching effectiveness (Ashton & Webb, 1986).

However, we know very little about the actual sources of teachers' satisfaction with their work. In a study of a national sample of high school teachers (from the American

Teacher Survey of High School and Beyond), Lee et al. (1989) found that satisfaction is largely unrelated to demographic or experience differences in teachers, but is strongly predicted by a teachers' subjective interpretation of their working environment, in the form of control over policy and classroom decisions. Sweeney (1981) found similar relationships between teacher satisfaction and their subjective experiences in the school organization. However, although there has been much work on teacher satisfaction in recent years (Braskamp & Maehr, 1988; Firestone & Rosenblum, 1988; Hoy & Miskel, 1987), little has been done to examine other aspects of a teacher's subjective "life" in the work-place which might similarly contribute to satisfaction.

Teacher Commitment

Like teacher satisfaction, commitment to work is another critical factor for the operation of an effective school. While Lester (1988) argues that satisfaction and commitment are not of necessity linked, the dimensions of commitment reflect a teacher's personal investment and willingness to work for the sake of the organization -- in this case the school (Maehr, 1989a; 1989b). There have been a number of studies looking at the predictors of teacher commitment to schools. In a review of these, Ashburn (1989) suggests that school context is the single largest predictor of commitment for teachers. Here too, as in the case of teacher satisfaction, it is important to consider the role played by a teacher's subjective interpretation of that context.

Organizational Culture

Recent work on "organizational culture" supports the belief that a person's subjective interpretation of a working climate has a great deal of impact on motivation and personal investment (Schein, 1990; Yukl, 1989). A systematic study of the effects of school culture on students (Maehr & Fyans, 1989) has been instrumental in developing five critical constructs which characterize the culture of a school -- towards accomplishment, recognition, power, strength of climate, and affiliation. These different types of school culture have a measurably different impact on student motivation and achievement (Maehr

& Fyans, 1989). This study follows the earlier program of research, but focuses on the impact of different types of culture on teachers' satisfaction and commitment.

Perceptions of Leadership

Finally, it is important to include in this model some measures of the source of most school culture -- the leadership in the school. Firestone and Rosenblum (1989) identified five important organizational factors which influence teacher commitment: sense of purpose about the work, mutual respect and affiliation, administrative support, and opportunities for decision-making. Each of these factors derive from the subjective relationship between the teacher and the principal of the school - reflecting as much the way a school leader is viewed by teachers as it does some objective degree of support, management, or control provided. In this way, the research on principal leadership points to a central role to be played in overall teacher satisfaction and commitment (Lee et al. 1989; Firestone & Rosenblum, 1989; Miskel, Fevurly, & Stewart, 1979; Nidich & Nidich, 1986).

However, the operations of a principal work outward in a diffuse manner, influencing more than just one teacher at any one time. Thus it would make sense to conceptualize the impact of a principal as working primarily through the culture of the school environment as a whole. Thus far, little attention has been paid to the relationship between leadership and other school context variables (Blase, 1987). It is important to consider how subjective perceptions of leadership may work through the overall culture of a school to contribute to teachers' satisfaction and commitment.

Research Questions

Our study contributes to the examination of contextual influences on teachers. We look at the relative impact of different leadership behaviors on teacher satisfaction and commitment, focusing on the mediating role of teacher perceptions of school culture. Specifically, the analysis we conduct is based on the model outlined below:

Insert figure 1 about here

Method

Sample

Three sources of data were combined for the purpose of conducting this study. The total number of teachers in the sample included 101 from Illinois, 241 from Arizona, and 416 teachers from Florida. Data collection consisted of the administration of a 108-item Likert scale survey to teachers in participating schools.

Measures

The instrument administered to teachers in this study was developed to assess teacher perceptions of principal leadership behavior and school culture. In addition, teachers were also asked to rate their job satisfaction and commitment on a number of items. This instrument is called the "Instructional Climate Inventory: Form T" or the ICI-T (MetriTech, 1988). Each of the scales described in Table 1 below was computed from appropriate items to form scales. Each item on the teacher survey was mutually exclusive, so that it was only utilized in the formation of one scale. In combining the data, scales were converted to a standardized metric.

Insert Table 1 about here

School Culture Scales

This measure consists of 37 multiple choice statements that require about 10 minutes; it was modified from a more general instrument (Spectrum) developed by Braskamp and

Maehr (1985) to include items that focused on the school context. These school-culture items assess the school's perceived stress on recognition, accomplishment, power, affiliation, and the degree to which teachers seem to hold common values (strength of culture). Again, five response options were provided for teachers, ranging from "Strongly Disagree" to "Strongly Agree". Reliabilities for the school culture scales were also reported by Ahadi et al (1990), ranging between .51 and .91 (median= .85).

Principal Leadership Scales

Teachers were asked to indicate how frequently administrators (generally school principals) performed 48 instructional leadership tasks that have been associated with measurable improvements in student achievement (Brandt, 1987). The response options on the ICI-T range from "almost never" to "almost always." Five categories or scales can be derived from items on the ICI-T to describe instructional leadership: defines mission, manages curriculum, supervises teaching, monitors student progress, and promotes instructional climate (MetriTech, 1988). Previous work has shown that multiple correlations between principal self-reports and teacher-reports of principal leadership behavior have been quite high (Krug, Ahadi & Scott, 1990). Information about the reliability, validity, structure and utility of these teacher ratings can be found in Ahadi, Scott, and Krug (1990). Reliabilities have been calculated for each scale, and Ahadi et al (1990) reported reliabilities (scale internal consistency coefficients) between .74 and .85 (median = .80), for a sample of 1700 teachers in suburban schools within the Chicago metropolitan area. Krug et al. (1990) summarize data from several studies that support using the ICI-T as a measure of instructional leadership.

Scales for Satisfaction and Commitment Outcomes

The scale for satisfaction assesses teacher reports of career-satisfaction, and was created by averaging responses to 12 items for the Arizona and Florida data-sets, and 9 items for the Illinois data for each teacher. The satisfaction scale includes items that correspond to major facets of job satisfaction identified in the research literature: satisfaction with work

itself, with pay, with promotion, with supervision, and with co-workers. The scale for commitment measures the extent to which teachers are committed to their school; this scale was created by averaging responses to 9 items for each teacher. The commitment scale measures acceptance of, and loyalty to, the school as an organization; it measures sense of pride and ownership in the school not teacher engagement or persistence on the job, as has been measured on a number of studies on commitment (Ashburn, 1989). Both scales ask teachers to respond to items on a five option scale ranging from "Strongly Disagree" to "Strongly Agree". These scales were derived from the Spectrum instrument, and have been repeatedly tested and refined over a period of many years. Maehr, Smith and Midgley (1990) studied 101 teachers from the Champaign, Illinois area and reported reliability measures of .91 for teacher job satisfaction , and of .79 for teacher commitment.

Results

A series of three analyses of correlations and hierarchical regressions were conducted. The first set examined the relationship between teachers' perceptions of their school culture, their satisfaction with teaching and their commitment to the school. The second set examined the relation between teachers' perceptions of principal leadership behavior and their perceptions of the school culture. A final study used path-analytic techniques to examine the full range of these relationships.

Relationship between Perceptions of School Culture and Teacher Outcomes

The correlation matrix for the school culture scales and the satisfaction and commitment variables is presented in Table 2. All of the correlations were significant at a probability level of less than .001 and most were positive. In general, both teacher satisfaction with their job and Commitment to the school were positively and strongly associated with a perceived stress on recognition, accomplishment, and affiliation in the

school, and with a feeling of cohesiveness regarding the mission of the school (average r=0.71.).

Insert Table 2 about here

However, the "power" dimension of school culture exhibits negative relationships with satisfaction and commitment, as well as with the other school-culture scales. Thus teachers who feel that there is an emphasis on competition among faculty members also perceive a decreased emphasis on accomplishment, affiliation, strength of Culture, and recognition. Consequently, these teachers feel less satisfied with and committed to their jobs.

Multiple regression was used to analyze the effects of these scales on satisfaction and commitment, as well as on school culture. The direction of the relationship is given by plus (+) or minus (-) signs, while strength of the relationship is given by the number of signs (i.e., +++ = positive relationship with $p < .001$). The model is presented in Figure 2.

Insert Figure 2 about here

The beta weights corresponding to these paths are provided in Table 3. The strength or saliency of the mission of the school (strength of culture) was not significantly related to either satisfaction (beta=.06) or commitment (beta=.08), and power (status and social competition) was not significantly related to either an increase or decrease in teacher Satisfaction after taking the other culture variables into account (beta=.02), although power

was significantly related to commitment (beta=-.07, $p<.05$). These variables were not dropped from consideration in these models, as leadership dimensions may indirectly contribute to the teacher outcomes through the school culture.

Insert Table 3 about here

In examining the model for teacher satisfaction, the strongest path is a positive relation between perceptions of the school culture as stressing recognition (beta = .44***). Thus, the more a teacher perceives an emphasis on recognition, the more satisfied that teacher is with his or her work. A strong positive relation exists between teacher perceptions of a school culture emphasizing affiliation and the teacher outcome of satisfaction (beta = .24***). This suggests that teachers are more satisfied when the school fosters teacher involvement in school decisions, respect, encouragement, and the sharing of information with colleagues, as well as the feeling that teachers and administrators are working together. In addition, there was a positive relationship between satisfaction and a perceived organizational stress on accomplishment (beta = .10*).

Differences emerge between satisfaction and commitment when these outcomes are examined separately. Perceptions of an organizational emphasis on recognition and affiliation had the strongest relationships with satisfaction, while the relationship with accomplishment was significant but less pronounced in the teacher satisfaction model. On the other hand, an organizational emphasis on affiliation and a collegial environment (beta = .32***), recognition (beta = .24***) and accomplishment (beta = .18***) are all strongly related to teacher commitment. The perception of an emphasis on power had a significant negative relationship to commitment (beta = -.07**).

Relationship between Perceptions of School Leadership and School Culture

The first study suggested that aspects of a school's culture are related to teacher satisfaction and commitment. Our second group of analyses examine the relationship between teachers' perceptions of principals' leadership styles and school culture. Correlations among the leadership and culture scales are presented in Table 4.

Insert Table 4 about here

Most of the correlations were significant at a probability level of less than .001. Teacher perceptions of leadership were positively correlated with their perceptions of culture in the areas of recognition, accomplishment, affiliation, and strength of culture. This suggests that teachers who perceive their principals as strong leaders also have positive perceptions of school culture. Negative correlations between power and school leadership indicate that teachers who perceive the school culture as being strongly power-oriented are more likely to have negative perceptions of school leadership. The negative correlations between "power" and the five dimensions of school leadership suggest that in a school environment that fosters competitiveness and power-struggles, a principal is not as likely to be seen as a strong leader than in a less power-oriented environment.

A series of multiple regressions were run to examine the relationships between teachers' perceptions of their principals and of school culture. The results are displayed in Table 5.

Insert Table 5 about here

Each of the five leadership variables (promoting instructional climate, defining mission, monitoring student progress, supervising teaching, and managing curriculum) was significantly related to at least one of the school culture variables.

To construct a hypothetical model of the influence of perceptions of leadership on perceived school culture, all variables which did not have a significant relationship to any of the culture variables were removed from the analysis. The results are modeled in Figure 3.

Insert Figure 3 about here

Multiple regression analysis suggests that a school culture stressing recognition is most strongly and positively influenced by teacher perceptions of school leadership behaviors that promote the instructional climate (beta = .48***), define the school mission (beta = .18***), and supervise teaching (beta = .12*). Thus the more a teacher perceives the shared responsibility and involvement of principals in teacher-related activities (as opposed to student-related activities like managing the curriculum or monitoring student progress), the more likely that the teacher will feel recognized for work undertaken. School leadership variables that most strongly predict teacher perceptions of a cultural emphasis on accomplishment include defining mission (beta = .28***), promoting an instructional climate (beta = .27***), supervising teaching (beta = .16**), and managing curriculum (beta = .12*). Teacher perceptions of school culture focusing on affiliation are strongly and positively influenced by school leadership variables including promotes instructional climate (beta = .46***), supervises teaching (beta = .16*), defines mission (beta = .14*), and manages curriculum (beta = .11*). These results suggest that certain types of perceived-leadership behaviors may foster distinct aspects of school culture. For example, a principal who is perceived as being a strong manager of curriculum is associated with a school-culture which stresses accomplishment, recognition, and a shared set of values

among school employees. When the principal is seen as one who promotes the school's instructional climate, one also tends to find perceptions of a culture which stresses accomplishment, recognition, affiliation, and a non-competitive environment. Perceptions of school culture appear to be primarily related to the recognition, accomplishment, affiliation, and strength of culture dimensions of school culture, and less related to a school culture that stresses power (only 4% of the variance in power was explained by the five leadership dimensions).

The Full Causal Model

In our final model, regression analyses were undertaken linking all of these constructs together, following the aforementioned theoretical model, as presented in Figure 1. For this path analysis, all predictor variables that did not have a significant relationship to an outcome measure at one of the levels of analysis were dropped. The culture variables"power" and "strength of culture" were dropped from the model for teacher satisfaction, and this necessitated dropping the leadership dimension "monitors student progress," which was only related to teacher satisfaction through power. No school culture or school leadership variables were dropped from the teacher commitment model.

The results of the full regression analyses are modeled in Figures 4 and 5. Figure 4 presents the model for teacher satisfaction and Figure 5, the model for teacher commitment. Correlations are not shown since they are identical to those presented for the previous analyses.

Insert Figures 4 and 5 about here

Beta weights for the path analysis are presented in Table 6.

Insert Table 6 about here

The relationships between leadership behaviors and aspects of the culture were mentioned in the previous section. At the second stage of this analysis, when both endogenous and exogenous independent variables are used to predict teacher satisfaction and teacher commitment, there are significant direct relationships between principal-leadership behavior and satisfaction and commitment.

Promoting instructional climate (beta = .36***) and managing the curriculum (beta = .13*) have significant direct effects on the teacher satisfaction outcome, whereas only promoting instructional climate has a significant direct effect on teacher commitment (beta=.38, $p<.001$). The relationships between culture perceptions and teacher satisfaction are quite similar to those of the first analysis. After dropping power, strength of culture and monitoring student progress from the model, and adjusting for other variables in the model, teacher perceptions of a school culture emphasizing recognition (beta = .46***), affiliation (beta = .25***), and accomplishment (beta = .12**, where accomplishment becomes slightly more significant) continue to have the strongest positive relationships to a teachers' satisfaction with their career (beta = .62***). The relationships between culture perceptions and teacher commitment are slightly different than they appeared in the first analysis. After adjusting for the other variables in the model, a school culture stressing affiliation (beta = .31***), recognition (beta = .23***), and accomplishment (beta = .18***) continues to have the strongest relationship to a teachers' commitment to the school (R^2=.61***). An emphasis on strength of culture in the school is also positively associated (beta = .10*) with teacher commitment; no significant path existed when only culture variables were taken into account. Generally, the more a teacher perceives that the school culture emphasizes affiliation, recognition, accomplishment, and strength of culture, the more committed that teacher is to the school. In contrast, as in the first analysis, power is negatively associated with commitment (beta = -.07**, this path became slightly more significant at $p < .01$). This result suggests that the more a teacher perceives a school culture emphasizing power, the less committed that teacher is to the school.

The direct and indirect effects of leadership perceptions on teacher Satisfaction and Commitment are displayed in Table 7.

Insert Table 7 about here

Indirect effects appear to be most sizeable for teachers who perceive leaders as promoting the instructional climate, in both the teacher Satisfaction (.36) and Commitment (.31) models. Other perceived leadership behaviors that indirectly and positively enhance teacher Satisfaction and Commitment, include defining the school mission and supervising teaching. The indirect effect of mission on teacher Satisfaction (beta = .15) is more than double the direct effect, whereas the direct and indirect effects of supervising teaching contribute equally to positive feelings of teacher Satisfaction (beta = .10 and .11, respectively). The indirect effect of mission on teacher Commitment (beta = .17) is slightly larger than the direct effect; the direct and indirect effects of supervising teaching contribute equally toward enhancing teacher commitment. Managing the curriculum contributes weakly as an indirect effect for teacher Satisfaction (beta = .04), and moderately as an indirect effect for teacher Commitment (beta = .08). Although the leadership variable "monitoring student progress" is included in the teacher Commitment model, both direct and indirect effects are quite small. Thus, while most teacher perceptions of leadership behaviors do not appear to influence teacher Satisfaction and Commitment directly , their effect on perceptions of the school culture results in an indirect influence of some impact, particularly when indirect effects additively contribute to and magnify the direct effects.

Discussion

In most organizations, leaders have a salient effect on the environment of the work-place. Such is the case in schools, where principals often define the environment or culture

for teaching and learning. The present study examined the specific nature of how school culture mediates the effects that administrators have on teachers.

The first analysis demonstrated that there is a strong relationship between how teachers perceive their school culture and their perceived satisfaction and commitment. A multiple regression of the five culture variables on satisfaction explained 62.0% of the variance in satisfaction, with recognition and affiliation being the strongest predictors of satisfaction. This finding suggests that teachers are more likely to be satisfied with their jobs when they feel that they are working in a close knit environment where colleagues respect and support one another (affiliation), and when they receive support and attention from fellow workers (recognition). The "accomplishment" variable is also related to satisfaction, although the relationship is not as strong as the others. Nevertheless, this suggests that when the environment in the school is one which stresses doing a good job and being productive, teachers are more likely to be satisfied. It is not surprising that all of these relationships are positive -- one would expect that as such seemingly positive cultural entities become more prominent in the work-place, teachers will consequently feel satisfied with their jobs.

The multiple regression of the five culture variables on commitment was quite similar to the previous analysis. Part of this can be explained by the high correlation between satisfaction and commitment ($r=.73$, $p<.001$). Nevertheless, some differences are noteworthy. For commitment, the strongest predictor is affiliation, with recognition and accomplishment following. Thus teachers feel committed to their schools when the environment stresses these qualities. Although power is significantly related to commitment (beta=-.07, $p<.01$), the relationship is quite small.

In summary, the first analysis shows that school culture is strongly related to teacher satisfaction and commitment. In particular, environments that stress affiliation, accomplishment, and recognition may be conducive to satisfaction and commitment. These findings are corroborated by other recent studies stressing the relationship between the

culture of the work-place with satisfaction and commitment (Yukl, 1989; Maehr & Fyans, 1989; VanderStoep, Anderman & Midgley, 1991).

The second part of this study looked at the relationships between principals' leadership behaviors (as determined by teachers) and the five school culture variables. The results are rather complex, but in general, they suggest that different leadership qualities are associated with differing aspects of the school environment.

For example, administrators who promote the school's instructional climate by encouraging teachers to try out new ideas or by praising teachers for doing a good job are often associated with a school culture that stresses the qualities of accomplishment, recognition, affiliation, and a decreased or negative emphasis on power or competition. In a similar manner, principals who are seen as emphatically defining their goals for education and for the school ("defines mission") are associated with a school culture that stresses accomplishment, recognition, a strong sense of the school culture among teachers, and a decreased emphasis on power. Another example that can be drawn from these analyses is the relationship between administrative supervision of teaching and school culture: administrators who are perceived as effectively supervising teaching are associated with an environment that stresses accomplishment, recognition of teachers, affiliation, and again a strong sense of the school's overall climate. Still another example from this analysis is that principals who are seen as being strong managers of the curriculum are associated with school cultures that emphasize accomplishment, affiliation, and a strong sense of the school's culture. In summary, teachers' perceptions of various characteristics of their administrators are associated with distinct aspects of the school's culture. Consequently, if one assumes that the principal is in many ways directly responsible for the school culture, then it is safe to assume that principals who are perceived to engage in certain behaviors will in effect produce working environments with distinct characteristics.

One interesting finding was that principals who are perceived as being good monitors of student progress are associated with an increased emphasis on power and

competition . In the present model, as principals are perceived to be more involved with monitoring students' academic progress, there is an increased likelihood that the school culture will be perceived as being more competitive and power-oriented than schools where the principals are less involved in students' academic lives . This may be due to conflicting teacher/administrator views of responsibility for student achievement. If teachers feel that principals are checking up on them by scrutinizing their students' report cards and using students' grades as a basis for tenure and promotion, then teachers may be more likely to engage in competitive behaviors in order to impress their supervisors.

Our final analysis provided a comprehensive causal model examining the ways that perceived principal behaviors influence satisfaction and commitment, through the school culture. There is no doubt that the culture or environment of an organization can have a strong influence on one's personal investment in his or her job (Yukl, 1989). Thus our finding that school culture is strongly related to satisfaction and commitment is not surprising. Much research also has demonstrated that the link between the teachers and the principal is a fundamental determinant of the nature of a particular school's culture (Firestone & Rosenblum, 1989; Lee, Dedrick & Smith, 1989).

While it is not possible to test or "prove" the directionality of a causal model using path analysis, a recent study using the same instruments as those used in the present study and a LISREL model (VanderStoep, Anderman & Midgley, 1991) suggests that the directionality of the presently hypothesized model is valid. Therefore, we feel confident from both a theoretical and a quantitative perspective in the validity of the hypothesized model.

Specifically, we have argued that teachers' perceptions of their principals will have a direct impact on their perceptions of school culture, and that this school culture will be related to a teacher's level of satisfaction and commitment. The results of our path analyses support this hypothesis.

The model for teacher satisfaction suggests that teachers feel quite satisfied with their jobs when they are working in an environment that encourages support among co-workers (affiliation), recognition for a job well-done, and a stress on performance and accomplishment. Our model further demonstrates that such an environment is likely to exist when principals engage in particular behaviors, such as promoting an instructional climate that recognizes the unique contributions of teachers, effectively managing the curriculum, defining the school's goals, and spending time working with and supervising teachers.

Our model for teacher commitment is a bit more complex. Teachers tend to feel committed to their jobs when they are working in the same type of environment as mentioned above. Additionally, teachers are more committed to their jobs when there is a decreased stress on power and competition, and when teachers feel that they share similar values and ideas concerning what the school is all about (strength of climate). These five cultural entities are salient when principals are perceived to engage in certain types of behaviors, similar to those discussed for the teacher satisfaction model.

As shown in Table 7, there are some strong indirect effects in the final model. In the satisfaction model, the most noteworthy indirect effect is that of climate (indirect effect = 0.36). Thus while climate directly affects satisfaction, it also impacts on teacher satisfaction through the culture variables of affiliation, recognition, and accomplishment. Similar results are found in the commitment model, where climate also has a strong indirect effect on commitment (indirect effect = 0.31). The indirect effect in the commitment model involves the same culture variables as the satisfaction model, as well as the cultural dimension of "power." Why are these two indirect effects so strong? The answer to this question can probably be found by examining the nature of the scale. Appendix I contains samples of the items used in these scales. As can be seen, the "promotes instructional climate" scale consists of a number of items which tap into some very general, broad areas of principal leadership, including recognition of teachers, relationships among faculty,

students, and parents, and supporting innovations in teaching. While these items do hold together quite well as an individual scale (alpha = 0.88), they nevertheless are substantively related to many school-culture domains. Thus it is highly likely that a principal who is strong in this particular leadership domain will have a positive impact on a number of cultural entities within the school which are ultimately related to satisfaction and commitment.

There are some noteworthy differences between the leadership variables that predict school culture for the two models. The most noticeable difference is the fact that "monitors student progress" is not significant in the satisfaction model, while it is in the commitment model. As mentioned earlier, when this variable is significant, it's only relationship is with the "power" dimension of school culture -- when principals monitor students' grades, teachers are more likely to perceive an environment which promotes competition among faculty members or even among departments. Consequently, this increased emphasis on power is related to a slightly lower level of teacher commitment. The low beta (-.067, $p<.01$) for the power-commitment relationship de-emphasizes the importance of this relationship in the model; nevertheless, it is important to note that monitoring of students' "grades" may be one of those tricky areas in which principals may actually harm rather than help their teachers -- while principals may have only the best intentions by examining students' grades and progress reports, some teachers may take such actions in the wrong way, almost as an invasion of their personal teaching space.

In both models, recognition and affiliation maintain the strongest relationships with satisfaction and commitment. In each model, an affiliative school culture is predicted by principals who promote a positive instructional climate, manage the curriculum well, define school-goals, and supervise teachers; a culture stressing recognition is predicted by instructional climate and supervising teachers in the both models, and *also* by defining the school mission in the satisfaction model. Part of these similar findings may be due to the high initial correlation between satisfaction and commitment; but the quantitative and

qualitative differences suggest that commitment and satisfaction are not completely similar entities. While teachers who are satisfied also often tend to be committed to their jobs, the nature of these relationships are somewhat different for satisfaction and commitment.

The present study has a great deal of practical significance for school personnel. Teacher satisfaction and commitment are two very prominent issues. Although research has suggested that many teachers are quite satisfied with their jobs (Hoy & Miskel, 1987), it remains extremely important to determine why teachers have been satisfied and committed and, more important, how administrators can keep their work-force happy and productive. The present work suggests that by engaging in particular behaviors, principals will promote environments that will lead to satisfaction and commitment. Teachers do not operate in a vacuum -- they are aware that the principals typically play a major role in structuring the work environment in general -- and affect their own work role in particular. The power for influencing the work life of teachers is less clear. If principal do in fact realize how much of an impact that they can have on teachers, they may still be unclear as to how to exercise their authority in this regard.

Our research suggests that principals who promote a supportive environment among teachers, who effectively monitor the nature of the curriculum, who define their goals, and who carefully supervise teachers will promote an environment conducive to teachers who are satisfied and committed.

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Appendix I: Summary of Variables

Principal Leadership Scales

SCALE	SAMPLE ITEM USED FOR SCALE
Defines mission	Discuss school goals with students; discuss school goals, purposes, and mission with staff.
Manages curriculum	Make detailed staff improvement plans; make detailed staff improvement plans; insist policies and procedures be followed.
Supervises teaching	Demand more effort from a staff member; model effective teaching techniques for staff; work on teaching skills with a teacher.
Monitors student progress	Review a student's performance with a teacher; stress top test scores.
Promotes instructional climate	Encourage a teacher to try out a new idea; write a letter of commendation for a job well done; foster regard for teachers among students & parents.

School Culture Scales

SCALE	SAMPLE ITEM USED FOR SCALE
Accomplishment	This school stresses excellence; there is peer pressure here to do a good job.
Recognition	Employees here receive a lot of attention; there are many incentives to work.
Power	Competition among teachers is actively encouraged in this school; the emphasis here is on letting us compete and see who ends up the winner.
Affiliation	This school really cares about me as a person; there's a close-knit feeling among us in this school; we're treated as adults in this school.
Strength of climate	I know what this school stresses; we believe in what we're doing.

Satisfaction and Commitment Scales

SCALE	SAMPLE ITEM USED FOR SCALE
Satisfaction with career	I enjoy the kind of work I do; my co-workers and I work well together.
Commitment to school	I identify with this school; I have a sense of loyalty to this school.

All responses are given on a 5 point scale, from "strongly disagree" to "strongly agree."

Table 1
Variables

	Form	# of items	Alpha	Example
PRINCIPAL LEADERSHIP BEHAVIOR				How often do the administrators in your school:
Defines Mission	ICI-T*	8	.84	Discuss school goals with students.
Manages Curriculum	ICI-T	8	.85	Make detailed staff improvement plans.
Supervises Teaching	ICI-T	10	.84	Demand more effort from a staff member.
Monitors Student Progress	ICI-T	10	.85	Review a student's work with teacher.
Promotes Instructional Climate	ICI-T	11	.88	Encourage a teacher to try a new idea.
SCHOOL CULTURE				From strongly disagree to strongly agree:
Accomplishment	ICI-T	9	.88	This school stresses excellence.
Recognition	ICI-T	9	.90	Employees here receive a lot of attention.
Power	ICI-T	5	.69	Competition among teachers is actively encouraged in this school.
Affiliation	ICI-T	9	.87	This school really cars about me as a person.
Strength of Climate	ICI-T	7	.79	I know what this school stresses.
OUTCOME VARIABLES				From strongly disagree to strongly agree:
Commitment to School	ICI-T	9	.79	I identify with this school.
Satisfaction	ICI-T	12	.91	I enjoy the kind of work I do.

* Instructional Climate Inventory - Form T
(Adapted from Maehr, Smith and Midgley, 1990)

Alphas are based on Illinois data.

Table 2

Correlations Between Teachers' Perceptions of School Culture with Satisfaction and Commitment

	Accomplishment	Affiliation	Power	Strength of Culture	Satisfaction	Commitment
Recognition	.80***	.84***	-.21***	.76***	.76***	.72***
Accomplishment		.80***	-.23***	.79***	.69***	.70***
Affiliation			-.30***	.78***	.73***	.74***
Power				-.26***	-.18***	-.27***
Strength of Culture					.66***	.67***
Satisfaction						.73***

*** $p<.001$

Table 3
Multivariate Regression Results for Teachers' Perceptions of School Culture and Satisfaction and Commitment

Culture Variable	Satisfaction	Commitment
Affiliation	.24***	.32***
Strength of Culture	.06	.08
Power	.02	-.07**
Accomplishment	.10*	.18***
Recognition	.44***	.24***
R^2	.62***	.60***

***p<.001
** p<.01
* p<.05

Note: each column represents a separate regression analysis, with satisfaction or commitment as the outcome variable. All regression coefficients are given as standardized beta weights.

Table 4

Correlations Between Teachers' Perceptions of Leadership, School Culture, Satisfaction and Commitment

	Perceptions of Leadership					Perceptions of School Culture				
	Curriculum	Teaching	Students	Climate	Mission	Recognition	Accomplishment	Power	Affiliation	Strength of Culture
Satisfaction	.55***	.57***	.54***	.60***	.57***	.76***	.69***	-.18***	.73***	.66***
Commitment	.52***	.55***	.51***	.59***	.55***	.72***	.70***	-.27***	.74***	.67***
Mission	.85***	.85***	.82***	.81***	1.0***	.70***	.71***	-.15***	.66***	.67***
Curriculum		.85***	.82***	.75***	.85***	.64***	.67***	-.13***	.63***	.65***
Teaching			.85***	.82***	.85***	.69***	.69***	-.14***	.66***	.65***
Monitors Students				.79***	.82***	.65***	.64***	-.08*	.60***	.61***
Climate						.74***	.69***	-.15***	.71***	.60***
Recognition							.80***	-.21***	.84***	.76***
Accomplishment								-.23***	.80***	.79***
Power									-.30***	-.26***
Affiliation										.78***

***p<.001
** p<.01
* p<.05

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Table 5
Teachers' Perceptions of School Culture and School Leadership Using Multivariate Regression

Variable	Recognition	Accomplishment	Power	Affiliation	Strength of Climate
Climate	.48***	.27***-	.15	.46***	.07
Curriculum	.04	.12	-.09	.11*	.19**
Monitors Students	-.02	-.03	.21**	-.10	.02
Supervises Teachering	.12*	.16**	-.12	.16*	.17**
Defines Mission	.18***	.28***	-.01	.14*	.29***
R^2	.58***	.56***	.03***	.53***	.48***

***p<.001
** p<.01
* p<.05

Note: Each column represents a separate regression analysis, with the culture construct as the outcome variable. All regression coefficients are given as standardized beta weights.

Table 6
Teacher Satisfaction and Commitment in Causal Model Analyses

Variable	Satisfaction	Commitment
Promotes Instructional Climate	.01	.06
Defines Mission	-.07	-.05
Monitors Student Progress		.01
Supervises Teaching	.00	-.01
Manages Curriculum	.08	-.02
Recognition	.46***	.23***
Accomplishment	.12**	.18***
Affiliation	.25***	.31***
Power		-.07**
Strength of Culture		.10*
R^2	.62***	.61***

Table 7

Direct and Indirect Effects of Teachers' Perceptions of School Leadership on Teacher Satisfaction and Commitment

	SATISFACTION		COMMITMENT	
Variables	Direct Efect	Indirect Effect	Direct Effect	Indirect Effect
Climate	.36***	.36	.38***	.31
Curriculum	.13*	.04	.07	.08
Monitors Student Progress			-.04	-.01
Defines Mission	.07	.15	.12	.17
Supervises Teaching	.10	.11	.12	.12

Figure 1: Conceptual Model for Analysis of the Impact of Perceptions of Leadership and Culture on Teacher Satisfaction and Commitment

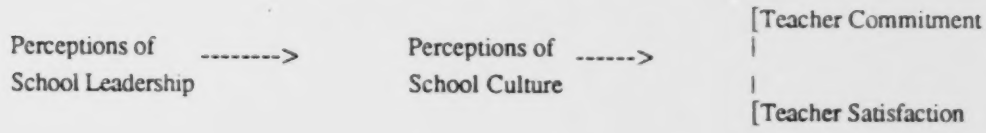


Figure 2: The Effect of School Culture on Satisfaction and Commitment

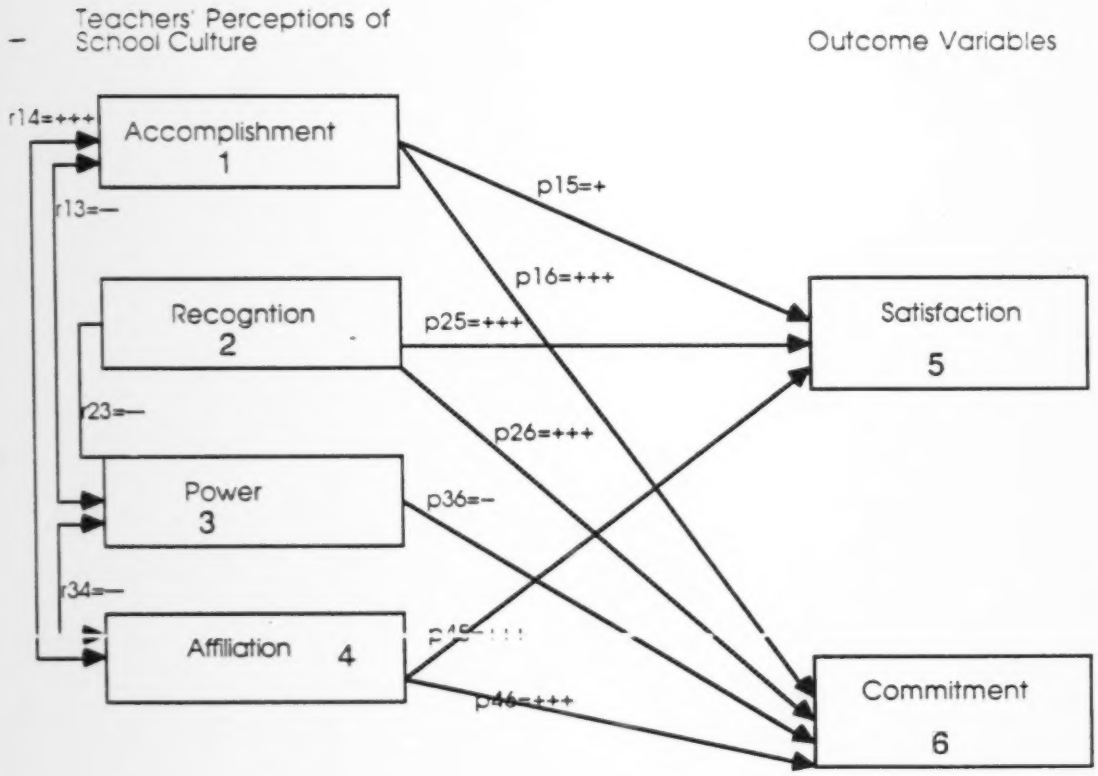


Figure 3: The Effect of Leadership on School Culture

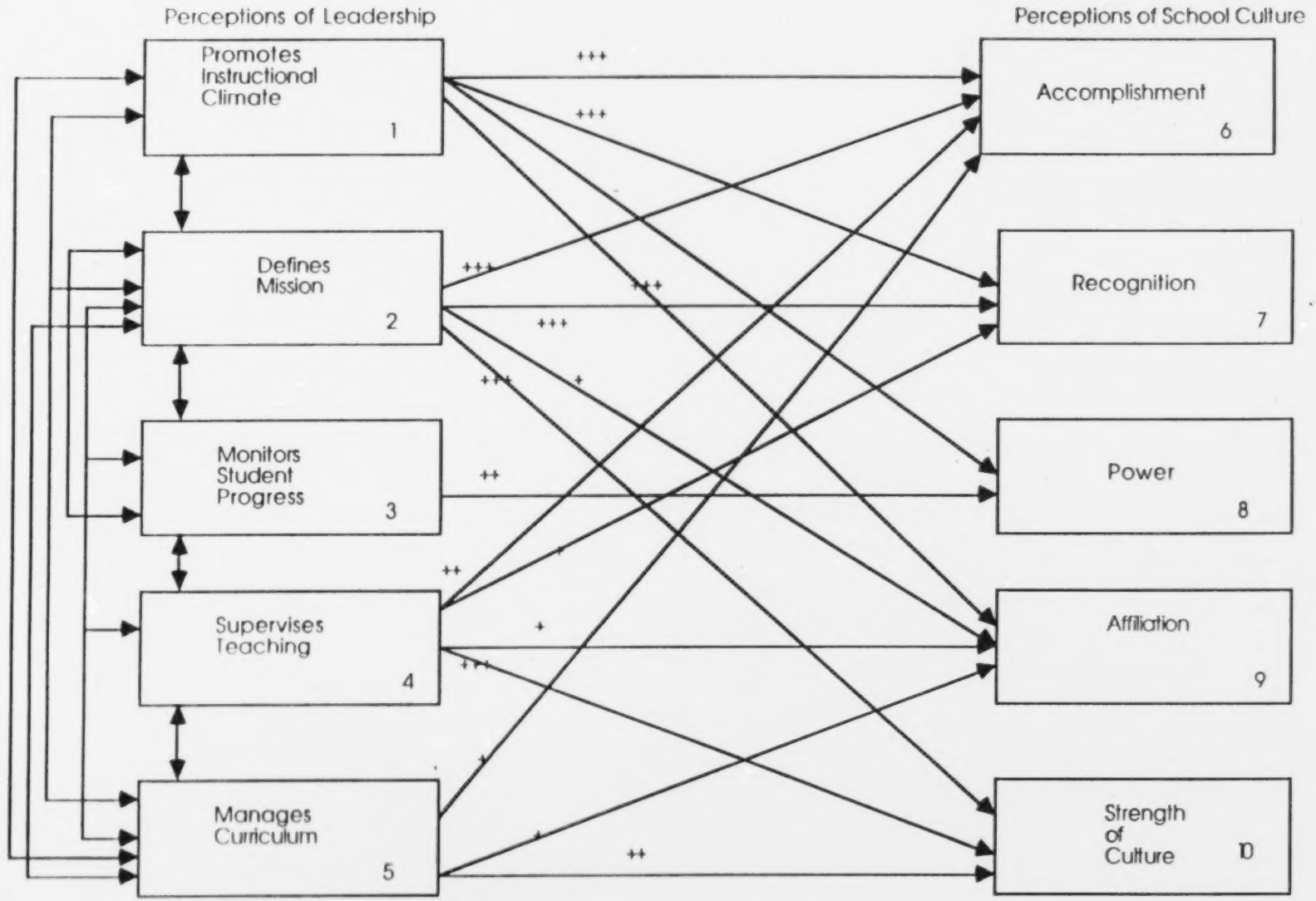
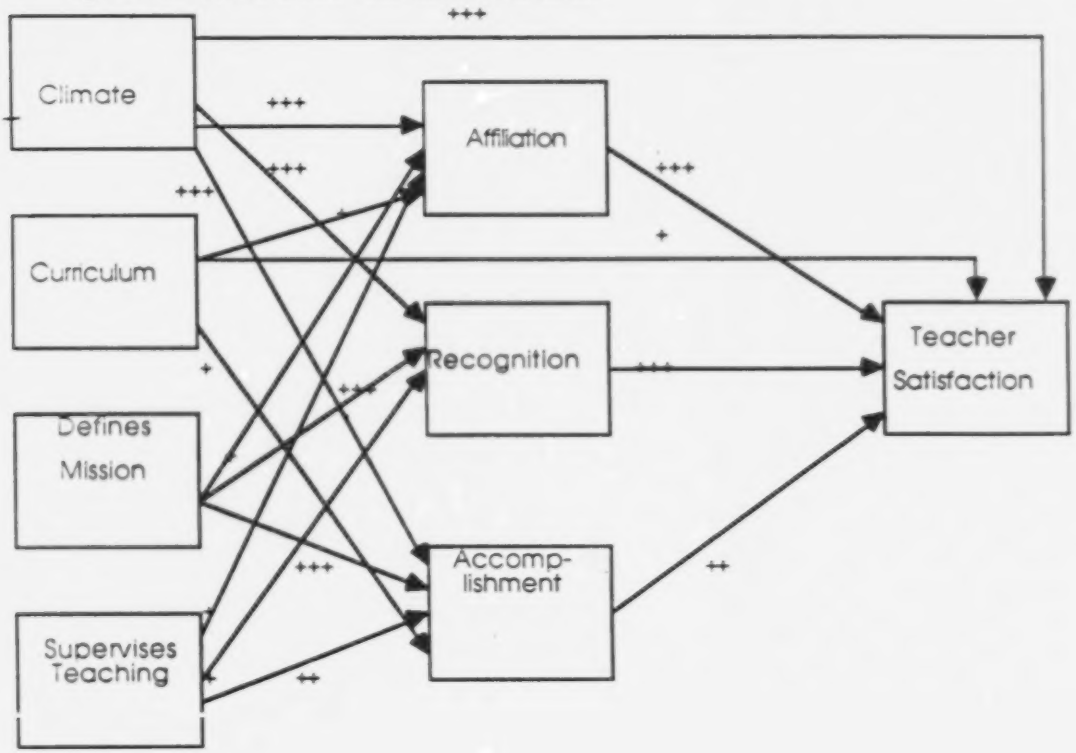
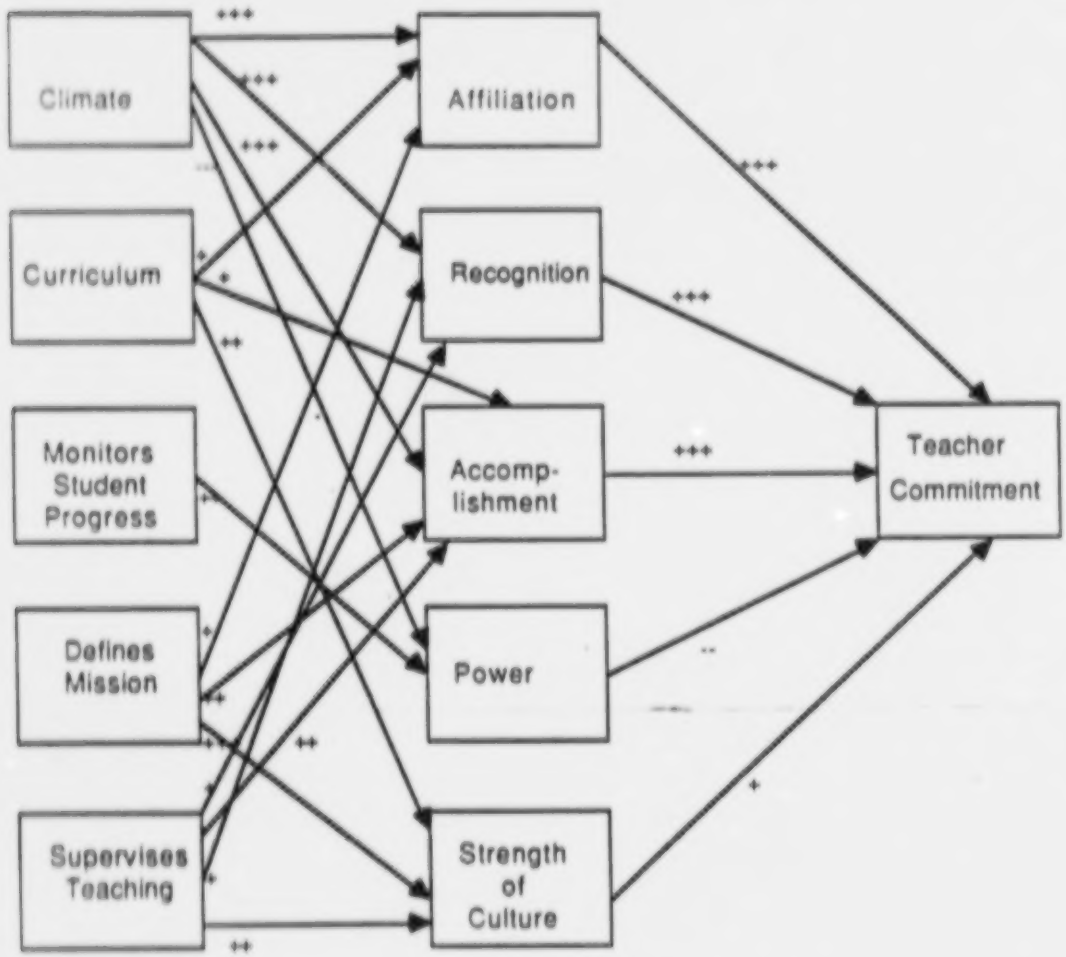


Figure 4: Full Model for Teacher Satisfaction



+++ positive beta, p<.001
++ positive beta, p<.01
+ positive beta, p<.05
--- negative beta, p<.001
-- negative beta, p<.01
- negative beta, p<.05

FIGURE 5: FULL MODEL FOR TEACHER COMMITMENT



+++ positive beta, p<.001
++ positive beta, p<.01
+ positive beta, p<.05
--- negative beta, p<.001
-- negative beta, p<.01
- negative beta, p<.05